



Riverview Charter School

81 Savannah Highway
Beaufort, SC 29906

Grades	K-8 Elementary School	
Enrollment	456 Students	
Principal	Alison H. Thomas	843-379-0123
Superintendent	Dr. Jackie Rosswurm	843-322-2300
Board Chair	Bill Evans	843-322-2357

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Good	Good
2010	Good	Average
2009	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

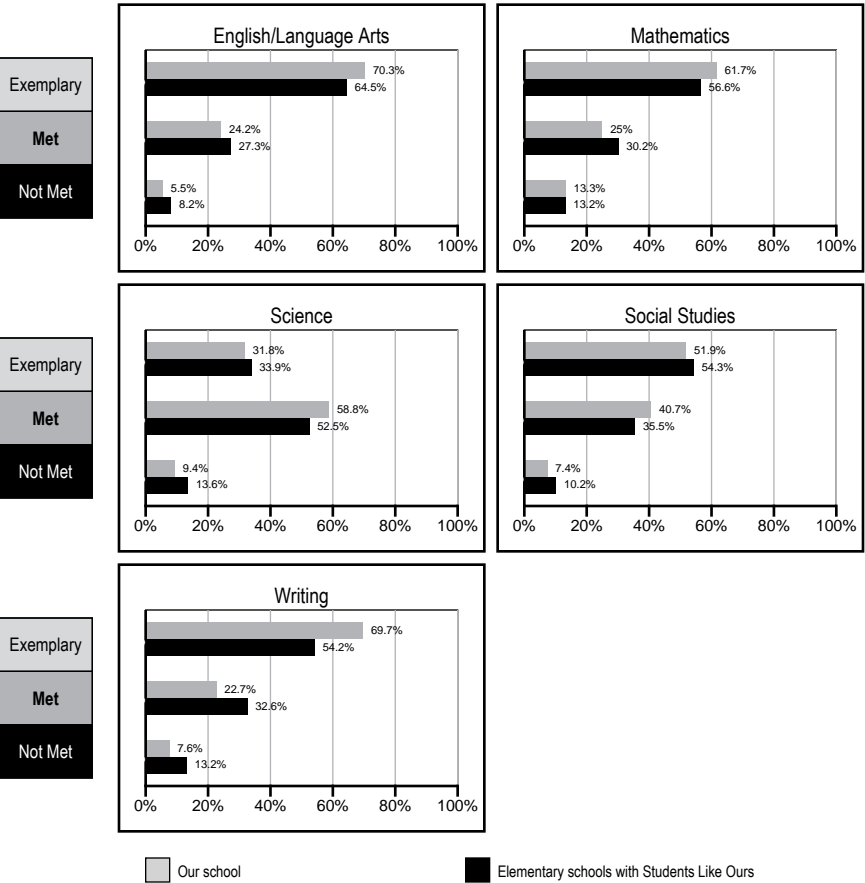
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
28	1	1	0	0

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=456)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Up from 0.6%	0.7%	0.9%
Attendance rate	96.4%	Down from 96.9%	96.8%	96.3%
Served by gifted and talented program	15.5%	N/A	14.3%	7.2%
With disabilities	8.8%	N/A	9.2%	12.4%
Older than usual for grade	1.5%	N/A	0.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	54.1%	Up from 53.6%	67.0%	62.5%
Continuing contract teachers	70.3%	Up from 67.9%	81.6%	83.3%
Teachers returning from previous year	77.1%	N/A	90.3%	88.3%
Teacher attendance rate	96.5%	N/R	95.1%	95.0%
Average teacher salary*	\$46,883	Up 8.9%	\$49,753	\$48,193
Professional development days/teacher	15.3 days	Down from 20.4 days	10.7 days	11.0 days
School				
Principal's years at school	3.0	Up from 1.0	4.5	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 18.0 to 1	20.7 to 1	20.1 to 1
Prime instructional time	92.6%	N/R	91.0%	90.0%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,661	Down 0.1%	\$6,997	\$7,364
Percent of expenditures for instruction**	57.0%	Up from 49.0%	69.0%	68.0%
Percent of expenditures for teacher salaries**	44.0%	Down from 48.9%	69.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Riverview's mission is to create a small, diverse learning community that actively engages students in meaningful and innovative learning experiences. Emphasizing learning by doing, family and community involvement, and engaged citizenship, Riverview is committed to nurturing the whole child and preparing each student for a global.

Riverview's small, diverse learning community recognizes and values the whole child - cognitively, physically, socially, emotionally, aesthetically, and ethically - and provides educational opportunities for each dimension to grow and strengthen. By providing a setting that develops the natural learner in every child, Riverview supports children's creativity, curiosity, and individual needs, while preparing them to be responsible, engaged citizens able to be successful in a global society.

At each grade level, the curriculum teaches basic academic concepts and skills, interwoven with interdisciplinary 21st century themes, through real-life experiences. Riverview students are challenged to practice their academic, social, and emotional skills through service-learning projects they design and implement with community partners. Students develop their appreciation for the natural world through environmental education, guided experimentation, and fieldwork. They cultivate their natural artistic talents by actively participating in the visual and musical arts. Reading, writing, speaking and mathematics are investigated through hands-on experiences and student-initiated projects. Students will come to know the world, embrace its cultures, participate in world language studies, and learn its history through role-play, interactive media and simulations. A wellness-focused curriculum promotes physical activity and healthy eating habits. Media literacy, collaboration, technology, and creative problem-solving skills weave their way through all content areas and foster critical thinking.

Using experiential principles as our guide, Riverview employs a variety of research-based educational approaches to help students accomplish the South Carolina Academic Standards through meaningful learning experiences. The strategies include, but are not limited to: Service-Learning; 21st Century interdisciplinary themes; project-based learning; environmental education; reader's and writer's workshop; learner-centered, developmentally appropriate classrooms; integrated arts education; learning profiles; use of Garner's paradigm of multiple intelligences; theme-based learning projects; team teaching and collaboration; inter-class mentorship; inter-generational mentorship by family and community members; world language studies beginning in the early grades; field trips and field work; authentic, evidence-based assessments; academic, social and emotional goal setting; conferences with the teacher, parent, and student; and self-assessment and reflection for teachers and students.

Alison H. Thomas
Director

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	34	54
Percent satisfied with learning environment	100%	97%	88.9%
Percent satisfied with social and physical environment	100%	100%	94.5%
Percent satisfied with school-home relations	100%	100%	92.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	100.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Riverview Charter School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.6%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	699.1	679.8	645.5	665.9	100.0	100.0
Male	689.1	678.3	649.7	669.9	100.0	100.0
Female	708.0	681.2	642.1	663.0	100.0	100.0
White	706.6	691.6	657.7	676.9	100.0	100.0
African American	N/A	N/A	N/A	N/A	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	35	100	5.7	20	74.3	94.3
	4	36	100	5.6	25	69.4	94.4
	5	36	100	25	19.4	55.6	75
	6	36	100	5.7	22.9	71.4	94.3
	7	35	100	17.6	26.5	55.9	82.4
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	55	100	7.3	16.4	76.4	92.7
	4	38	100	5.3	28.9	65.8	94.7
	5	36	100	2.9	31.4	65.7	97.1
	6	38	100	21.1	21.1	57.9	78.9
	7	38	100	5.3	34.2	60.5	94.7
	8	36	100	11.4	37.1	51.4	88.6
Mathematics							
2012	3	35	100	14.3	37.1	48.6	85.7
	4	36	100	13.9	47.2	38.9	86.1
	5	36	100	16.7	52.8	30.6	83.3
	6	36	100	11.4	37.1	51.4	88.6
	7	35	100	20.6	44.1	35.3	79.4
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	55	100	21.8	23.6	54.5	78.2
	4	38	100	7.9	26.3	65.8	92.1
	5	36	100	5.7	25.7	68.6	94.3
	6	38	100	15.8	36.8	47.4	84.2
	7	38	100	10.5	28.9	60.5	89.5
	8	36	100	17.1	48.6	34.3	82.9
Science							
2012	3	17	100	17.6	47.1	35.3	82.4
	4	36	100	8.3	75	16.7	91.7
	5	18	100	5.6	55.6	38.9	94.4
	6	18	100	23.5	64.7	11.8	76.5
	7	35	100	29.4	61.8	8.8	70.6
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	28	100	7.1	53.6	39.3	92.9
	4	38	100	13.2	55.3	31.6	86.8
	5	19	100	5.3	73.7	21.1	94.7
	6	19	100	36.8	47.4	15.8	63.2
	7	38	100	5.3	52.6	42.1	94.7
	8	18	100	35.3	35.3	29.4	64.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	18	100	27.8	61.1	11.1	72.2
	4	36	100	5.6	61.1	33.3	94.4
	5	18	100	27.8	27.8	44.4	72.2
	6	18	100	5.6	61.1	33.3	94.4
	7	35	100	8.8	50	41.2	91.2
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	27	100	14.8	44.4	40.7	85.2
	4	38	100	2.6	44.7	52.6	97.4
	5	17	100	6.3	25	68.8	93.8
	6	19	100	10.5	36.8	52.6	89.5
	7	38	100	15.8	34.2	50	84.2
	8	18	100	5.6	44.4	50	94.4
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	36	100	19.4	27.8	52.8	80.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	57	100	12.3	14	73.7	87.7
	4	38	100	5.3	31.6	63.2	94.7
	5	38	100	2.7	27	70.3	97.3
	6	38	100	26.3	42.1	31.6	73.7
	7	38	100	10.5	31.6	57.9	89.5
	8	37	100	13.9	30.6	55.6	86.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample